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ABSTRACT

This article presents the insights gained by individuals involved in designing and implementing an evaluation system for a coalition of Professional Development Schools (PDSs) in rural Alabama. The article begins with a brief overview of the history of PDSs, with a particular emphasis on issues related to establishing quality indicators and judging effectiveness. It discusses concerns about evaluating PDS efforts. Next, it presents a detailed description of the context and discusses how the system has been used to reform, inform, and transform both institutions and professional relationships. In discussing how to create a comprehensive system for evaluating PDS efforts, it looks at the background and context of Auburn University's PDS efforts, discusses the creation of quality indicators, and examines the design of the evaluation system. The article explains how to use evaluation for future growth and concludes with a set of assumptions to consider when designing a PDS evaluation system. (Contains 27 references.) (SM)

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Frameworks for Summative and Formative Evaluation of Diverse PDS Sites

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Abstract

This article presents the insights gained by the authors as they engaged in designing and implementing an evaluation system for a coalition of professional development schools (PDSs) in rural Alabama. The article begins with a brief overview of the history of professional development schools, with a particular emphasis on issues related to establishing quality indicators and judging effectiveness. The authors then present a detailed description of the context, and how the system has been used to reform, inform, and transform both institutions and professional relationships. The article concludes with a set of assumptions to consider when designing a PDS evaluation system.

Introduction

The last two decades have been marked by a flurry of reform and restructuring initiatives in K-12 and higher education (Holmes Group 1995; Stallings & Kowalski, 1990; Murphy, 1993). Among the most prominent reform endeavors has been the development of collaborative relationships between schools and universities (Berg & Murphy, 1992; American Association of Colleges for Teacher Education, 1996; Glickman, 1993; Holmes Group, 1990; Sizer, 1992). The Holmes Group, a national coalition of colleges of education in research universities founded in 1985 and restructured as the Holmes Partnership in 1996, continues to stress the need for developing such relationships. When the Group first proposed such partnerships, which they titled, "Professional Development Schools," the name was carefully selected. As Lanier (1994) stated:

> The term "school" was critical, since it was to be a real place.... The word "development" was central since it referred both to the school and professional purposes and processes we supported. The school was to be developmental for everyone there.... Further, the work going on there was to further the development of the profession itself—as well as the individuals who happened to be at the local site (p. ix).

Although Professional Development Schools (PDS) are diverse in nature (Fullan et al., 1996; Hardin & Kunkel, 1994), the Holmes Group stated that they should develop "new knowledge and practice so that educators' best ideas don't end up in isolated islands of exemplary practice" (Holmes, 1990, p. 6).

Concerns About Evaluating PDS Efforts

The earliest Professional Development Schools have been in existence for over ten years. Present estimates are that there are now over 400 in operation within the United States. (Lunenberg, 1998). Although the Holmes Group proposed a rationale for the formation of PDSs, there is no official criteria being used on a national basis to determine whether an initiative should be considered a PDS. Little research has been conducted into the factors contributing to the success or failure of these initiatives (Button et al., 1996; Kochan, 1999), and there remains much discussion about the need for their existence (Labaree & Pallas, 1996). Of the reports that have been published, most tend to focus on aspects pertaining to "preservice or inservice teacher satisfaction, efficacy, competence, and attrition" (Abdal-Haqq 1996, p. 239), and fewer than 25% of these reports can be considered to be research or evaluative in nature.

The lack of consistent measurable standards and the scarcity of research or evaluative data regarding the quality, value, and outcomes of PDS endeavors has raised concerns that the reform effort may be developing a poor reputation, which threatens to discredit any high quality work being done. It has been suggested that many "pseudo-PDSs have sprung up and that the activities, or lack of activity, of these imitators will tarnish and devalue those institutions that are evolving as genuine PDSs" (Abdal-Haqq, 1996, p. 239). Such concerns have led to increased calls for the development and use of standards that would identify a collaboration as a PDS. These standards would be used to create evaluative measures, procedures, and systems to determine the levels of success and effectiveness that a partnership has attained (Holmes Group, 1995; Kochan, 1999; Wise et al., 1997). Thus, as increasing numbers of institutions of higher education and schools engage in PDS endeavors, issues of accountability must be addressed. The evaluative frameworks and strategies must be integrated into program efforts at an early stage rather than approached as an afterthought. This issue was uppermost in our minds as we began to expand our PDS endeavors to cover the entire state of Alabama.

Creating a Comprehensive System for the Evaluation of a PDS

Background and Context

Auburn University was a charter member of the Holmes Group and continues to be active in its successor, the Holmes Partnership. In 1990, the University established a PDS relationship with Auburn City Schools. In 1993, we applied the knowledge gained from the initial Auburn PDS initiative to the creation of a coalition of PDS schools throughout the state of Alabama. This statewide effort was partially funded by the Alabama Power Corporation and the Jesse Ball DuPont Foundation, and is known as the West Alabama Learning Coalition.

The majority of the Coalition partners are based in the western region of our state, an area which has the highest functional illiteracy rate in the state of Alabama (13.2%) and low levels of economic standing, with only 55.09% of the population having attained a high school diploma (statistics are from the 1996 US Census). The partners in this Coalition are: Auburn University/ Loachapoka School; Alabama Southern Community College/Monroe County Schools; Bevill State Community College/Fayette County Schools; University of Montevallo/Dallas County Schools; University of south Alabama/Clarke County Schools; University of West Alabama/ Sumter County Schools; and Tuskegee University/Macon County Schools. Coordinated through the Truman Pierce Institute at Auburn University, our coalition is currently in its second year of a four year commitment.

The aims of this coalition include not only the simultaneous renewal of education at the K-12 and college/university levels but also economic and community development (Clifton, 1997). This purpose is based on the proposition that connecting the reform of educational institutions to the needs and context of the community will enhance the transformational reform of both (Kochan,1996). Toward this end each partnership is required to involve members representing a broad spectrum of the community, including partners from the public school or district, the college or university, community or social service agencies, and business enterprises.

Partners meet periodically as individual partnerships at their own sites and attend as a coalition of partnerships at least twice a year.

Creating Quality Indicators

As we planned for and created this new coalition, we struggled with how to ensure that: (a) all the partners were committed to common principles; (b) each partnership's efforts were effectively monitored and assessed; and (c) the information gleaned from the assessments would be used to improve both the individual partnerships and the coalition. To incorporate these aims into our work, we focused on creating a comprehensive evaluation system that would inform our work, reform our institutions, and transform our capacities and relationships. We worked to develop quality indicators that would contribute to the creation of benchmarks of excellence for PDSs. Our quality indicators were designed to address both partnership-specific and coalition-specific goals.

Building Upon Exemplars of National Reform

In our previous coalition work, we adopted the work of the Holmes Group and identified five PDS purposes as a foundational basis upon which we would build our relationships (Kochan & Kunkel, 1998). We also incorporated the proposed National Council for Accreditation of Teacher Education (NCATE) Professional Development School Standards (Draft Standards, 1997), and integrated those ideas into our evaluation design. We felt that it was important to build upon already established exemplars of purpose and practice when designing our evaluation framework to serve the purpose of informing while reforming. We also incorporated the eight action guidelines that each partnership committed to, along with the purposes of the West Alabama Learning Coalition into our evaluation design. In this way, we built upon already established criteria while taking into account our own coalition-specific needs. Figure 1 graphically demonstrates the overlap and congruence between each of the four areas used to create the indicators: the five Holmes purposes for PDSs; the proposed NCATE standards for PDSs; the five purposes for the West Alabama Learning Coalition; and the eight action

guidelines for the partnerships. Each contributed to the development of our quality indicators, and it is our hope that our work with these quality indicators will contribute to the national dialogue on the development of benchmarks of excellence for PDSs.

Holmes Group/Partnership PDS Purposes

We adopted the five PDS purposes developed by the Holmes Group/Partnership as an overarching set of standards to guide our efforts. These purposes are

1. preparing preservice teachers,
2. forming collaborative relationships,
3. providing an exemplary education P-16,
4. providing continuing education for professionals, and
5. conducting research and inquiry.

Proposed NCATE Standards for PDS

NCATE began the Professional Development School Standards Project in 1995 to develop a consensus about quality and practice, design developmental standards, and develop a policy framework to sustain PDSs (Abdal-Haqq, 1996, p. 239). In September 1997, NCATE released a set of draft standards for PDSs (Draft Standards, 1997). These draft standards were the result of "inquiry, reflection, and conferral" among representatives of many constituencies, and, it is hoped, they will help to build a consensus in the field regarding the defining characteristics of PDSs, as well as identifying the critical attributes of these collaborative ventures (Cover letter, Draft Standards, 1997). The NCATE Commission on PDSs established four primary functions for PDS initiatives: preservice teacher preparation; staff development; research; and supporting children's learning. The draft standards are built around the three stages of PDS development: pre-threshold; threshold; and standards for quality review.

Pre-threshold. This stage focuses on supporting the development of relationships and trust among participants.

Threshold. This stage examines characteristics that focus on the institutional commitments that support the development of the PDS. Examples such characteristics include an agreement that commits all the parties to the basic mission of the PDS, a consensus on the critical attributes of the PDS concurrence on quality standards, and/or an institutional commitment of resources.

Standards for Quality Review. This stage focuses on examining five quality standards built around the following critical attributes:

1. learning community;
2. collaboration;
3. accountability and quality assurance;
4. organization, roles, and structures; and
5. equity.

These thresholds and standards appear to be consistent with the purposes and concepts inherent in the Holmes Group/Partnership design. They are presently being applied on a trial basis in PDS sites to determine their feasibility, usefulness, and adequacy. Although the NCATE standards are only at the draft stage, there is a real likelihood that much of what has been created will remain. Through our incorporation of the proposed NCATE standards into our quality indicators, we hoped to reinforce these principles, which are generally considered to be sound practices in school reform. By responding to the proposed standards, we believed our partnerships could work towards a greater degree of accountability and make a significant contribution to the knowledge base on benchmarks for high quality professional development schools on a local, regional, and national basis.

Action Guidelines

Although our members have similar school populations and communities, they are also diverse in their needs and concerns. Therefore, while we wanted to assure consistency in our quality indicators, we also had to provide flexibility. We adapted a framework used in our previous coalition work to provide for the unique character of each partnership (Kochan & Kunkel, 1998). This framework involves having each partnership commit to the following eight actions:

1. Create a joint vision and identify specific goals and objectives to achieve it;
2. Formalize an agreement that includes a commitment of leaders at the high governance levels;
3. Establish a governance structure;
4. Develop varied clinical experiences for preservice teachers;
5. Describe activities that will ensure diverse learning experiences for all students;
6. Create strategies to promote the development of a collaborative learning community;
7. Identify resources to support efforts; and
8. Develop a recognition system.

Designing Our Evaluation System

Creating Mechanisms to Inform

Once our quality indicators were established, we created mechanisms to collect, share, and use the data collected about these indicators. It was essential to collect similar types of data from all of the sites, both to help partnerships gauge their own progress in comparison to other sites, and to conduct research and monitor the progress of the coalition as a whole. We also wanted to give each site the flexibility to establish its own goals within the coalition framework. Initially, we required each partnership to develop an action plan that described how each of the eight commitments listed in the coalition guidelines would be fulfilled. Working through this

planning process as a team has allowed members to focus on their individual priorities within the common set of coalition principles. For example, one partnership is focusing on raising the standardized test scores of its students. Another is concentrating on improving the literacy levels of both N-12 students and community members. A third is developing strategies to enhance the technological capacities of all the educational institutions in the community.

It was essential that the focus of each partnership endeavor fit within the established goals of the PDS coalition and within the concept of simultaneous renewal. To help assure this consistency, we utilized several strategies. First, the planning process included specificity. Plans must specify who is to be involved, the level of resource commitment needed, and priority areas for reform. Second, when plans were completed, they were reviewed and analyzed by project staff and evaluator to ensure that they incorporated the established PDS coalition standards. Third, the plans are used both by the individual sites and by the coalition evaluator to establish specific indicators for measuring outcomes. Finally, the plans are reviewed and updated as needed.

We also devised a system for the continuous collection of data with each of the partners. As the partnerships progress, additional collection procedures and instruments will be added. Currently, we utilize comprehensive surveys, site visits and observations, focus groups with partnership members, collection of pertinent documents and other evidence that are part of the partnership portfolios, and evaluation work sessions at the semi-annual coalition meetings.

Creating Avenues For Transformation

In addition to providing standards to guide our reform efforts and creating mechanisms to inform our work, we sought to create an evaluation system that would facilitate our ability to transform our institutions, our relationships, and ourselves. We want partnership members to view evaluation as a valuable and worthwhile venture, not just something that has to be done to satisfy the funding bodies. Thus, we designed our system to enhance partnership capacities to (a) document information, (b) analyze and use results to enhance the organizational, structural, and

cultural supports that foster the continuous improvement of teaching and learning, and (c) make informed programmatic decisions to strengthen the individual partnerships and the coalition as a whole.

One example of they way in which one partnership has enhanced its use of information and documented progress as well is through the creation and adoption of a "Context-Enriched Evaluation" (Ross, Reed, & Madden, 1998). This initiative focuses on identifying and reporting on school goals which go beyond the mandated standardized test data required by the state. Data related to these goals are shared with the parents and the community biannually through the Loachapoka Evaluator. The process of compiling data for this report enables members of the school and university communities to reflect on the various areas of growth and concern for the school on a regular basis, encouraging further reform within the school. It is also an important means for assisting parents and the broader community to judge the quality of education the school is providing.

We also determined that our evaluation system needed to be cost-efficient, because of a limited evaluation budget, time constraints, and the limits imposed by the geographic locations of our partners. Most of these partnerships are in isolated locations throughout the western portion of the State of Alabama, which makes it difficult to visit the sites frequently or for partnership members to visit other sites. This necessitated the active involvement of evaluators at each site. From a purely pragmatic viewpoint, the involvement of partnerships in data collection and analysis was mandatory if the evaluation efforts were to offer substantial insights into whether or not the goals of the coalition and each partnership were being addressed.

To ensure that information was documented in a well-organized and consistent fashion, each partnership site was asked to select one person to be the evaluation contact. That person was given a binder divided into five sections—one for each of the five purposes of the West Alabama Learning Coalition (a) to improve the quality of preservice teacher education (b) to provide opportunities for continuing education for all (c)to conduct collaborative inquiry on

teaching and learning issues (d) to provide an exemplary education for all students at the P–12 and college/university levels, and (e) to provide avenues for the development of collaborative learning. The binder provided a basis for the development of partnership portfolios. These individuals have been asked to include all documents and activities connected with their action plan and their coalition activities in these portfolios. This system of organization connects the quality standards of our coalition with the individual plans of the partners and provides a constant reminder of the coalition's goals.

In order to ensure that data are understood, analyzed, and used effectively at each site, evaluation training sessions are conducted at the semi-annual Coalition meetings. These activities involve partnership members in actually "doing" evaluation activities, engaging in group and individual reflection, and sharing. These sessions serve multiple purposes (a) to collect additional evaluative data in a well organized and time-efficient manner (b) to "force" reflection about where and how the partnership is functioning (c) to allow partnerships to compare their progress with other partnerships in the coalition (d) to refocus partnerships on the five purposes of the coalition, and (e) to conduct group problem solving and foster further networking between the partnerships.

Coalition members also provide feedback to us regarding the positive and negative aspects of the Coalition meetings and any needs they have that might be addressed at the next meeting. This information enables us to monitor and assess the degree to which these meetings are enabling members to mature as collaborative partners and as evaluators of their own activities. Our meetings also help to ensure that the partnership-specific goals are aligned with the overall PDS goals and help them to progress. This outcome was noted in our Preliminary Evaluation Report (Reed, 1998), in which several respondents made comments such as the "regular coalition meetings provide important opportunities for networking and help to maintain the momentum needed to undertake an initiative of this scale" (pg. 12). The coalition meetings are a time to share concerns, learn new strategies, and celebrate successes.

The feedback received regarding these evaluation work sessions has been very positive. Partnership members state that these sessions help them to gauge their own progress against others, as well as to celebrate the successes that they have had to date. This outcome ties in with our goal of informing while reforming, helping partnership members to learn more about reform initiatives, including their own and others, while at the same time offering support to them as they proceed with their own reform initiatives and transform their institutions.

Phases of Analysis

In addition to gathering data related to the five Holmes principles and the partnership action plans, we have incorporated three PDS phases, consistent with the NCATE thresholds, into our evaluation system. Although we recognize that these phases are interrelated and sometimes overlapping, separating them is helpful in assessing where each partner is on the continuum of change and dealing with problems that arise. Phase One focuses on structural considerations, and Phase Two addresses process considerations, and Phase Three deals with identifying and describing outcomes. Objectives, questions to guide inquiry, examples of appropriate methods and strategies to meet the objectives, potential data sources, and a suggested designation of responsibility have been developed for each phase. Data are currently being collected for Phases One and Two. These data are formative, and are being used to improve partnerships and the coalition.

Phase One: Structural Considerations. Phase One assessment focuses on the extent of commitment which exists and the degree to which members and institutions are functioning as partners. Teitel (1993) reminds us that there is a significant distinction between partnership activities that are cooperative and those that are collaborative. Cooperative partnership activities tend to be informal, utilize few resources, and rarely challenge the autonomy of participating agencies. Collaborative partnership activities tend to be more formalized, including joint goal setting and shared resources, that can lead to conflict over issues of turf or quality. One would expect that there would be very different outcomes based on cooperative or collaborative

activities and infrastructures. Therefore, in this phase we have placed a major focus on the degree to which the partnership is based on cooperative and/or collaborative activities, and how and whether this relationship changes over time. Such differences are important when dealing with evaluation findings and making changes in partnership arrangements. Table 1 illustrates the way in which these structural considerations are being examined.

Phase Two: Process Considerations. This phase addresses the degree to which the processes being implemented are creating a climate that supports the Coalition's PDS standards and principles. One objective for this phase is to assess the climate of the PDS to determine if it is a learning-centered community, meaning that there is evidence of norms and practices that support learning for both adults and children. Table 2 presents an example of how partners are examining the processes involved in this phase.

Phase Three: Identification and Description of Outcomes. This phase, concerned with the intended and unintended outcomes of the PDS project includes the five coalition purposes, the site-specific intended outcomes contained in the action plan, and any unintended outcomes that have occurred. Table 3 presents examples of how partners will address this phase.

Using Evaluation for Future Growth

Our evaluation processes are designed for use both in the initial formation of the Coalition partnerships, and in assessing their overall success. Thus, data are used to modify each partnership program and the Coalition as a whole on a continuous basis. At the end of the first four-year cycle, the data gathered will be used to assess the achievements of each site and of the whole Coalition. This information will be used in numerous ways, particularly to form policy and offer guidance for those interested in developing their own PDSs. The data should be useful to the individual partnerships, the Coalition, and at the state and national levels.

Partners in the West Alabama Learning Coalition will be a primary resource for other regions which are interested in forming similar PDS relationships and coalition networks. Through the knowledge and skills that they have gained, they will be able to assist others in

tackling this type of reform initiative. Additionally, it is our hope that the Coalition members will continue to work together to create a stronger Coalition network, as well as continuing to strengthen the partnerships at their own sites.

We are aware of the importance of having political support for educational reform efforts, and will work with Coalition members to use our evaluative findings to develop proposed policies for presentation to the Alabama State Legislature relative to the creation and support of PDSs. The process of laying the groundwork for these meetings has already begun. At our Fall 1998 Coalition meeting, Richard Kunkel, Dean of the College of Education at Auburn University, and the Executive Director of the Holmes Partnership organized a telephone conference between members of the Coalition and several members of the Governors' Conference on Professional Development Schools in Washington, DC. Prior to the telephone conference, members of the Coalition discussed policy concerns regarding PDSs.

Professional Development Schools offer the opportunity to create a new vision of what public schools and universities can be. The implications for the transformation of our educational systems are enormous, so it is essential that there be ongoing documentation of the changes as they occur using a well-founded, widely accepted system. We believe that it is also essential that evaluations be conducted in order to provide consistent and reliable sources of data for the public, research communities, and policy makers. Evaluation plays a key role in determining the potential for success of the PDS movement. Unless impacts can be determined and success measured, support for these initiatives will dwindle and die. Through thoughtful evaluation, we can inform a variety of stakeholders about the status of professional development schools. If the evaluation design helps to reinforce the principals and standards of good PDS practice, then it will help to guide further efforts for reform. By measuring the impacts of PDS efforts and telling the stories of these reform initiatives in a comprehensive and compelling fashion, evaluation can play a key role in the transformation of our educational systems.

Assumptions Underlying the Evaluation Design

The underlying assumptions that have guided the design of our system, and which are potentially of value to others as they design systems of their own, are:

1. While there must be a common set of indicators within an evaluation system, context must be a consideration in determining what should be assessed and how. Latitude must be given to enable the participants to focus on individual partnership goals and objectives, while at the same time recognizing the need for common standards and for equivalent data to be collected from each partnership within the Coalition. There must be a blending of flexibility and rigor in order to produce credible data on professional development schools.

2. When creating systems of evaluation, one must remember that different audiences have different information needs. Consequently, there should be a combination of both qualitative and quantitative measures within the evaluation design.

3. The evaluation process should be on-going and include efforts to document process initiatives; examine organizational, structural, cultural, and instructional changes; identify and measure intended outcomes; and consider impacts to date.

4. At least one person should be designated as responsible for coordinating data collection and organization for each PDS site, and guidelines should be developed to guide the process. This helps to clarify responsibility, offers consistency, and improves communication.

5. Evaluation systems should include all PDS participants in determining goals, identifying data collection processes and materials, analyzing data, and using data to make decisions. Such involvement helps to ensure commitment to the effort and develops an understanding and appreciation for the evaluative process.

6. The evaluation process should encourage partnerships to acquaint themselves with and examine overall PDS purposes and general quality standards. A goal of PDS evaluation

should be to facilitate reflection and dialogue about how well the PDS is accomplishing its purposes and measuring up against the set of established indicators.

7. The evolving nature of the PDS must be considered within the design. Building in mechanisms for feedback loops is an important way to help each partnership develop and maintain their capacity for change.

8. Involvement in the PDS evaluation process should focus upon building the individual and organizational capacity needed to transform systems, programs, and relationships.

Evaluation as a Tool in Assuring Success

We believe that PDS evaluations can play an important role in informing, reforming, and transforming how education is defined and enacted. Our approach to evaluation is comprehensive, participatory, and action-oriented, and is built around high standards that allow for individuality and site considerations. Our coalition members have found it to be useful without being cumbersome. We believe it offers a starting point for those struggling with issues of accountability in PDS sites. We offer our evaluation system not as a solution, but as a "system in the making" — a conceptual framework from which others can create their own evaluative designs. We invite you, our readers, to join the conversation and help us to continue the dialogue to ensure that Professional Development Schools are allowed to demonstrate their effectiveness and truly create "new institutions" which will better serve the educational needs of our students, our communities, and our profession.

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Figure 1. Elements in Creating the West Alabama Learning Coalition Quality Indicators.

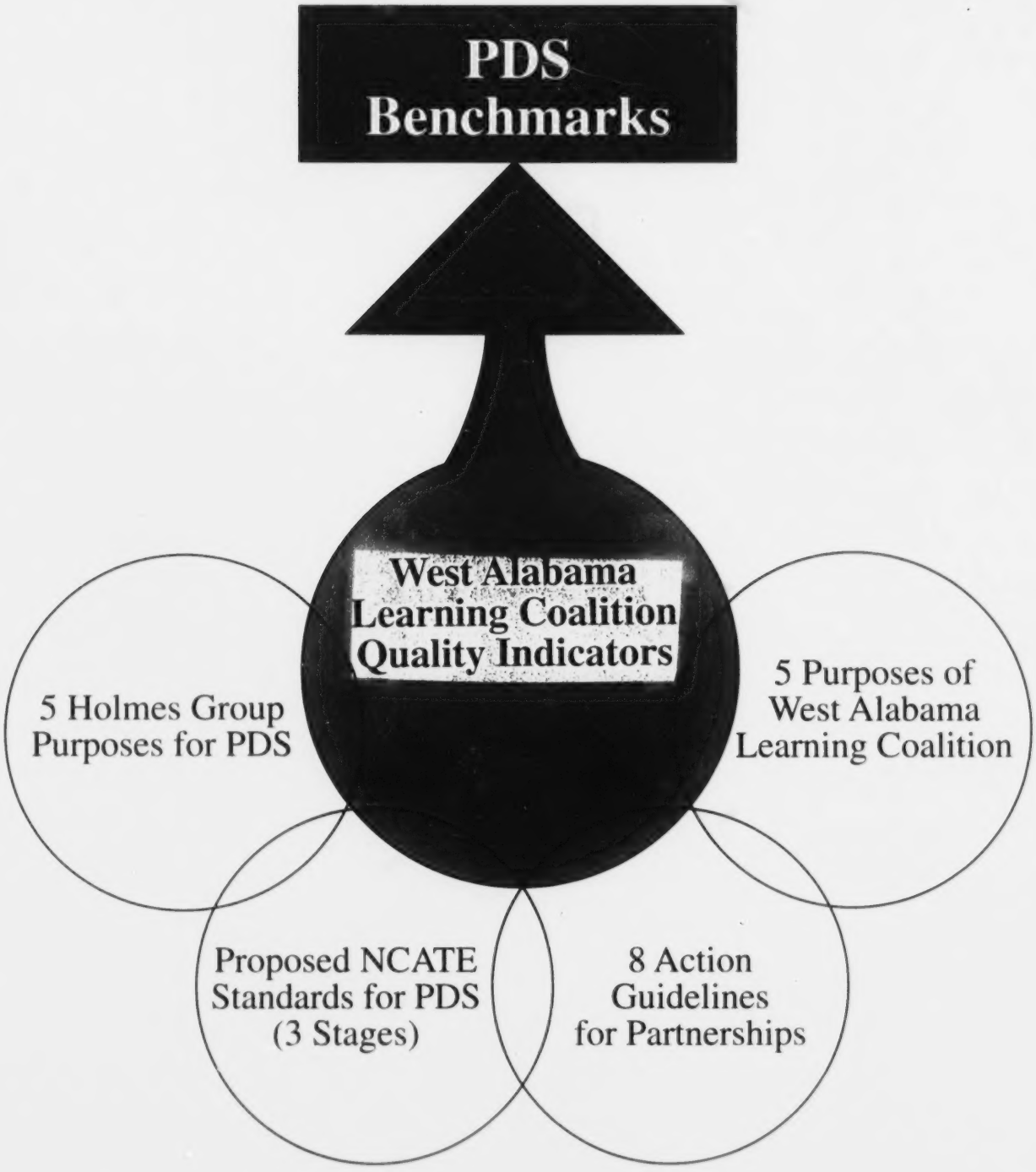
PDS Benchmarks
West Alabama Learning Coalition Quality Indicators
5 Holmes Group Purposes for PDS
5 Purposes of West Alabama Learning Coalition
Proposed NCATE Standards for PDS (3 Stages)
8 Action Guidelines for Partnerships

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Table 1

Phase One: Structural Considerations

Objectives	To assess the level of commitment on the part of partners to the basic mission of the West Alabama Learning Coalition.
Questions	1. To what degree does each partner demonstrate a commitment to its shared PDS mission? 2. What evidence is there of agreement among partners to shared decision making in areas which directly and indirectly affect the mission and goals of the PDS? 3. To what degree do the PDS mission and the mission of the school and university cohere? 4. How frequently and under what circumstances do partners meet? 5. What types of activities/decisions occur during these meetings?
Methods/Strategies	Review of written documents pertaining to each partnership Documentation of key meetings and activities Joint resource use and distribution
Data Sources	PDS written plans Mission statements Minutes from meetings
Who is Responsible?	PDS partners responsible for collecting PDS plans, mission statements, and minutes Evaluator, or their designee, responsible for document analysis

Table 2

Phase Two: Process Considerations

Objectives	To assess the climate of the PDS to determine if it is a learning-centered community. This means that there is evidence of norms and practices that support adult and children's learning.
Questions	1. How have teaching practices changed? 2. What evidence is there of the integration of intern and teacher learning with school instructional programs? 3. What evidence is there of increased collegiality? 4. What evidence is there of increased inquiry taking place? 5. What evidence is there of dissemination of new knowledge? 6. What evidence is there that opportunities to learn are equitably supported? 7. What evidence is there that the PDS provides opportunities for growth related to working with diverse students?
Methods/ Strategies	Observations of schools and of selected classrooms Surveys Focus Groups Document Analysis
Data Sources	Field notes Data from surveys Transcripts from focus groups Data from documents
Who is Responsible?	PDS Personnel and/or Evaluator responsible for analyzing field notes, survey data, and focus group transcripts PDS personnel responsible for maintaining and analyzing pertinent documents

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Table 3

Phase Three: Identification and Description of Outcomes

Objectives	To identify and describe the outcomes, both intended and unintended, of the PDS project
Questions	1. What evidence is there that the quality of preservice teacher education has been improved? 2. What evidence is there that the PDS has helped to provide opportunities for continuing education for all? 3. What evidence is there that collaborative inquiry was conducted? 4. What evidence is there that the PDS provided an exemplary education for all students? 5. What evidence is there that the PDS provided avenues for the development of collaborative learning communities? 6. What other outcomes or unintended outcomes resulted from the PDS experience?
Methods/Strategies	Surveys Focus Groups Interviews
Data Sources	All PDS participants Course assessments on preservice teachers Teaching portfolios Student grades and/or portfolios Artifacts such as letters of commendation or thanks Any other data brought forth or created through the research
Who is Responsible?	All PDS participants Evaluator responsible for encouraging research and conducting/ analyzing focus groups

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